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ABSTRACT

This report details the activities of the Youth Research Centre (YRC) at the University of Melbourne in 2002 in research project work involving a balance between the completion of projects, the development of new areas, and the continuation of longer-term projects as well as the supervision and teaching of a range of postgraduate health and education studies. After a note from the director that describes YRC's focus upon young people's perspectives and experiences of education, work, and life, and a 2002 project summary, a section entitled "Research Program" describes 18 programs and gives contact information for each. The following section, entitled "Professional Development and Consultancies," describes 12 programs and gives contact information for each. "Teaching and Research Training" describes the teaching programs of the center, and "Supervision of Postgraduate Students" lists the names of students along with the titles of their master's and doctorate degree projects. "Publications" lists the 2002 center publications as well as the journals, journal articles, and chapters in books by center staff. "Seminar and Conference Presentations" lists the two Heggen Forums held by the YRC in 2002, as well as the conferences and addresses of center staff. "Networks and Partnerships" describes the YRC's international involvement, partnerships, and participation in the Youth Affairs Research Network (YARN). Finally, there are short sections on center personnel, center membership, and a description of the aims of the YRC. (MO)

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Annual Report 2002

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Annual Report 2002

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From the Director

2002 has been another very productive year for the Youth Research Centre. The focus for YRC staff has been on research project work, involving a balance between the completion of projects, the development of new areas and the continuation of longer-term projects as well as on supervision and teaching in a range of postgraduate health and education studies.

This focus is evident in this report. It documents the strength of the Centre's research focus on young people's perspectives and experiences of education, work and life. The Life-Patterns longitudinal project, which continued in 2002-2004 with the commencement of a new ARC (Discovery) grant, has continuing support from Peter Dwyer, as well as Johanna Wyn, Debra Tyler and Graeme Smith. Professor Lesley Andres, based at the University of British Columbia, visited the Life-Patterns team to set up links between the Centre's longitudinal study and her 'Paths of Life's Way' longitudinal study, based in British Columbia.

Several other projects, undertaken by Helen Stokes and Debra Tyler have continued to explore the implications of young people's increased participation in education, and their perspectives on work (Phase two of the Pathways program, the National Centre for Vocational Education Research project 'Stepping Stones' and the Young Visions Project with the Enterprise and Careers Education Foundation, for example).

The Centre's longstanding interest in youth participation was also reflected strongly in 2002. Several projects researched the processes and implications of young people's participation in various arenas, including school, economic activity, and youth development. This aspect of the Centre's work, supported by Roger Holdsworth, is reinforced by the increasing interest in youth participation by state governments and by organisations such as the United Nations.

I would especially like to highlight the emergence of new areas and new approaches to our more traditional themes of research. Helen Cahill has begun a process of focusing research on drama as an educational technology and a tool for research. Helen Stokes has also contributed to the development of this area,

through a research project on the engagement of young people in education through the arts.

During 2002, Gary Shaw implemented new projects in the area of restorative justice. This is an important new development for the Centre, which involves the application of community-based peacemaking principles to redressing the harms caused by offenses to persons and property.

A related area of research that was initiated during 2002 was the area of community capacity building. Ani Wierenga joined the Centre early in the year to contribute to a joint YRC – Centre for Adolescent Health research project that identified the principles of the 'enabling state' that are relevant to the provision of services for youth. This initiative has in turn contributed to the Centre's development, with the Centre for Adolescent Health and the Student Welfare staff in the Department of Learning and Educational Development, of a new Masters program in Youth Health and Education Management to be offered in 2003.

In addition to these highlights, I draw attention to the conclusion of the ARC funded evaluation of the Student Welfare professional development program, a partnership with the Catholic Education Office and with Liz Freeman and Desma Strong in the Department of Learning and Educational Development at The University of Melbourne. The project produced a wealth of data which was drawn together in the form of a technical report to provide the basis for further writing.

Debra Thomson, who has provided able and much appreciated administrative assistance to the Centre for three years took up a position closer to her home in Ballarat. Julie Marr was appointed to the Centre in April 2002, and has joined Jasmina Radulovic in providing valuable administrative assistance to the Centre.

In summary, 2002 set the groundwork for the development of new areas of research and teaching for the Youth Research Centre and its partners in 2003. I commend this report as an accurate and detailed record of a highly productive and forward-looking year.

Professor Johanna Wyn
Director, Youth Research Centre

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Research Program

Application of Enabling State Principles to Youth Services

In partnership with the Centre for Adolescent Health, the Youth Research Centre conducted research into the implications of **Enabling State Principles** in the provision of youth services. In many countries, including the UK, the USA, New Zealand and Canada, there is a strong interest in finding effective models of practice that recognise that 'joined-up problems' require 'joined-up' solutions. These models require a shift in the way that youth services are managed, funded and structured by the state, from a prescriptive to an 'enabling' model.

The research drew on contemporary literature and upon interviews and a workshop with youth service practitioners and policy people. It found that in Victoria there are already many examples of joined-up, collaborative partnerships in the youth sector on which to build a new, more integrated approach to policy, practice and research related to young people. There is evidence that the most powerful community development happens from 'inside out' - generated through the passions of local people and their networks.

The report on the research indicates that a change of culture towards an enabling state approach is seen as desirable by many people working at all levels of the youth sector, but that more work needs to be done to determine effective models of governance, funding, assessment of outcomes and cross-sectoral collaboration. Professional development is also required to support a change of culture.

The report was commissioned by the Department of Premier and Cabinet and was undertaken by the Youth Research Centre and Sara Glover and Mirian Meade at the Centre for Adolescent Health. The report: *The Application of Enabling State Principles in the Delivery of Youth Services,* is available from the Youth Research Centre.

Contact: *Johanna Wyn and Ani Wierenga*

Arena Theatre: Investigating Youth Audience – a Pilot Study

Arena Theatre Company commissioned the Youth Research Centre to undertake the preliminary development of a research model to investigate youth audiences. The Melbourne Festival 2002 season of **Play It Dirty** was used to pilot the research model with a view to refining it for use over the 2003–2004 period.

The pilot research project provided for the collection of quantitative data in the form of pre-performance audience surveys and qualitative data in the form of post-performance audience interviews and workshops. The surveys were randomly conducted immediately prior to general public performances of **Play It Dirty** and in conjunction with the school workshops. Follow-up interviews were conducted by phone, and consultation workshops took place in a rural secondary school. The key area of interest identified for exploration was "who are our audience, and how do they engage in culture?"

Contact: *Helen Cahill*

Engaging Young People in School through the Arts: Evaluation of SCRAYP* – Youth Arts with an Edge

The SCRAYP evaluation, conducted for the Maribyrnong City Council and Crime Prevention Victoria, focused on how drama engages young people, and whether this involvement improves their connection to peers, school and community, and enhances self esteem and resilience. The evaluation involved consultation with two SCRAYP programs at Footscray City College and at three secondary schools in Melton, and included interviews with teachers, students and SCRAYP artists.

The evaluation found that successful processes included:

- Developing an inclusive approach: students responded that they worked well as a team;
- Being accessible to a wide range of young people with differing literacy levels, particularly through script and character development;

- Building positive relationships between artists and students, students and students, and students and teachers; and
- Developing a range of dramatic and generic skills.

These processes led to a range of outcomes including:

- Engagement in the classroom/school;
- Development in self esteem and confidence;
- Enhanced ability to communicate with others; and
- Engagement with peers.

Overall SCRAYP provided an effective program for engaging young people in the arts and with their peers and at school, especially for those deemed 'at risk' of leaving school. The project has been completed and the report will be available in 2003.

Contact: *Helen Stokes*

* *SCRAYP was formally known as School Community Regional Arts for Youth Project.*

Flexible Career Patterns: Graduate Redefinitions of Outcomes in the New Labour Market

The **Life-Patterns** project, which was initiated in 1992, was granted further funding from 2002–2004 by the Australian Research Council. This phase of the project is titled 'Flexible Graduate Careers' and continues the longitudinal study with a focus on the ways in which the participants, who are now aged 27-28, define work and career. It documents their reflections on the role that education has played in shaping their lives and explores the ways in which they are shaping new patterns of adult life.

The preliminary findings for the 2002 survey and interviews will be available in the Centre's Research Report series, in a report entitled *Life-Patterns, Career Outcomes and Adult Choices*. The report shows that, at this stage, the participants are continuing to juggle major commitments in different life spheres as they attempt to keep open choices for their futures. The majority do not believe

in a job for life and place a positive value on being mobile across different jobs and life activities.

Contact: *Johanna Wyn, Debra Tyler, Peter Dwyer and Graeme Smith*

Kids Under Cover: An Evaluation

Kids Under Cover (KUC) is an organisation that builds and locates bungalows and houses for homeless young people. The Centre conducted an evaluation of the operation of the organisation during 2001-2002 that included interviews with personnel from welfare agencies with whom KUC works, KUC Board members and staff, and some of the young people and their families for whom KUC has provided accommodation. The final report for KUC identified strengths and weaknesses in the program and suggested strategic directions for enhancing its work. Funding support for the evaluation was provided by Kids Under Cover and by the University of Melbourne.

Contact: *Roger Holdsworth and John Stafford*

Making a Life

As they grow up, what helps young people to establish livelihood, social connectedness, and meaning? This longitudinal research follows 32 rural young people 'making a life', who have been interviewed every two years as they negotiated out of high school and into other lives. Starting in 1995 as a PhD project through the University of Tasmania, the study spans three years, and the young people are now 20+. This work highlights the significance of trust relationships in the way that resources and options become available to young people (or not). It also highlights the role of 'storying' both in the ways that young people creatively construct lives, and also as a research tool.

This is a continuing, unfunded project within the Centre.

Contact: *Ani Wierenga*

Negotiating Pathways: Evaluation of Phase 2 of the Pathways Program

Phase 2 of the Pathways Project evaluated recent programs that aim to support young people's participation in education, training and employment across Victoria, including Managed Individual Pathways (MIPs) and Local Learning and Employment Networks (LLENs). This evaluation was undertaken for the Victorian Department of Education and Training.

The evaluation sites focused on diverse groups and areas, including young people from the Horn of Africa, Spanish speakers, Koories, and young people in the Central Business District. Geographical areas included Brimbank, Colac/Otways, Horsham, Maroondah, Melton, Port Phillip, Glenelg, Swan Hill and Wodonga.

Despite catering to diverse groups, many of the programs had common elements that contributed to the effective support of young people, including:

- Development of one-to-one relationships;
- Flexibility in delivery and program criteria;
- Responding to local issues and needs;
- Youth-friendliness;
- Providing a platform for engagement;
- Cultural sensitivity;
- Professional development for program personnel;
- A range of pathways.

The evaluation team also provided professional development for project personnel at the beginning of Phase 2.

The report of the evaluation is available from the Department of Education and Training at:

www.deet.vic.gov.au/deet/postcomp/pathways/about/index.htm

Contact: *Helen Stokes and Debra Tyler*

Participants in Youth Development Programs: A Three-Year Three-State Longitudinal Study

State Government sponsored Youth Development Programs operate in several states of Australia. The Youth Research Centre has been commissioned by the Commonwealth Youth Bureau (Department of Family and Community Services) to conduct a three-year study into outcomes of these programs for participants.

In 2001, initial information was collected in twelve schools (four schools in each of Victoria, South Australia and Western Australia) through interviews with students before entering such programs. In 2002, the main body of research began with interviews on three occasions with five students from each school, with additional focus groups of students, and with teachers and program providers. The 'core' students will be interviewed throughout their participation in the programs, and then twelve months after leaving the programs. The research is interested to learn about their expectations and experiences and about the impact of the programs on the lives of these young people.

Themes emerging from the first year of the study include the role of active participation in decision-making by the participants, the nature of school-provider partnerships, the understanding and importance of community service, and participants' knowledge and understanding of program intentions. Investigation of these and other issues will be followed up in 2003-2004. The sample will be expanded to include more schools, which will also enable the research to explore any differences by gender, location and other factors.

Contact: *The research is being coordinated by Roger Holdsworth, in collaboration with Centre Associates Kathleen Stacey (South Australia), Murray Lake (Western Australia) and John Stafford (Victoria).*

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Physical Activity and Physical Culture in the Lives of Young People

With national and international studies pointing to the declining participation of young people in sport and physical activity, it is important to develop explanations for this phenomenon. The Youth Research Centre, in collaboration with the University of Wollongong and the University of Queensland, is currently investigating the meaning and place of physical activity and physical culture in the lives of young people. This project, funded by an Australian Research Council grant, with the Victorian component further supported by VicHealth, is expected to run into 2004.

A small cohort of students from one rural and one metropolitan school have already been involved in interviews and the use of diaries and photo diaries. Another rural site will be added in 2003. This research continues to complement and enhance data already gathered in NSW and Queensland.

Contact: *Gary Shaw and Johanna Wyn*

Restorative Practices/Community Conferencing Pilot in Victorian Schools: An Evaluation

The Victorian Department of Education and Training (DE&T), in collaboration with the Catholic Education Commission of Victoria (CECV), initiated an investigation into Restorative Practices/ Community Conferencing in 23 Victorian schools. Victorian education authorities were particularly interested in the use of restorative practices in the management of drug related incidents and as an alternative to other measures such as suspension or expulsion.

Restorative Practice is a term used to describe a range of approaches used to reduce harms and fix 'damage' caused by incidents or crimes. Restorative Justice, Community Conferencing, Peacemaking Circles or Family Group Conferences represent intentions of restoration and of 'making things better'. Restorative

Practice then *is* concerned with bringing about healing and the restoration of relationships, and ensuring that the views of all parties are heard: the victim, the offender and other members of the community who could be regarded as stakeholders.

Findings from this Pilot revealed that restorative practices have merit as an alternative and/or adjunct to existing strategies used to manage incidents in Victorian schools. The evaluation also found widespread support for the underlying philosophy that acknowledges that when a person does harm, it affects the person(s) hurt, the community and themselves. However tensions with traditional methods, contradictions in the management of incidents, and lack of staff awareness and understanding were cited as adversely affecting the impact of the strategy. The project has been completed and a research report will be available in 2003.

Contact: *Gary Shaw and Ani Wierenga*

Stepping Stones: Developing Effective TAFE and ACE Programs for Students with Disrupted Pathways

This research highlights ways in which young people themselves view education in relation to their broader life concerns. It was based on case studies of six programs in the TAFE and ACE sector in Victoria, New South Wales and South Australia that provide re-entry points for young people who did not complete education at a secondary school.

The key features that facilitated re-entry and continued access to education and training for the young people were:

- The quality of relationships with the staff;
- Access to clear pathways and accessible courses; and
- Flexibility in the mode of delivery, choice of study areas and opportunities for personal autonomy.

The research found that TAFE and ACE programs provided a realistic setting to offer young people a second chance to further their education.

They offer:

- Manageable sized program modules balanced with group devised work for students to develop academic and personal skills;
- A learning space that suits the needs of the students for flexible and paced learning;
- An adult setting in which students are treated with respect; and
- New educational pathway with further options that they can take up.

The courses were seen by students and staff as a stepping stone to securing a better future for themselves through education.

The research was funded by the National Centre for Vocational Education Research (NCVER). The research will be published by NCVER in 2003.

Contact: *Johanna Wyn, Helen Stokes and Debra Tyler*

Student Action Teams Program: Phase 2 Evaluation

The Impact Evaluation of Student Action Teams was completed in 2002. The group of 36 primary and secondary schools involved in the Program provided information about the operation and impact of teams – for students, schools, teachers and the community.

Strong correlations were identified between indicators of student connectedness, and approaches that were high in **meaning** or **purpose**, student **control** and student **teamwork**. These impacts were greater for boys than for girls, and the correlations were more significant in larger teams than in smaller ones. The findings of the research have direct implications for the ways in which such curriculum approaches are implemented. The Research Report (which will be published in 2003) includes criteria for defining Student Action Teams, ideas for implementation and recommendations for support.

The program and evaluation were supported by the Victorian Department of Justice through Crime Prevention Victoria, the Victorian Department of Education and Training, and VicHealth.

Contact: *Roger Holdsworth, Helen Cahill and Graeme Smith*

Student Welfare Initiative Evaluation

This research project was conducted as a partnership between the Youth Research Centre and the Catholic Education Office of Victoria, in conjunction with staff in the Student Welfare course in the Department of Learning and Educational Development at The University of Melbourne. It was funded by an Australian Research Council (ARC) Strategic Partnerships with Industry - Research and Training Scheme (SPIRT), from 2000 to 2002. The research evaluated the Catholic Education Commission's investment in the purchase of the two-year professional development (the Postgraduate Diploma of Student Welfare) for over 500 catholic school staff as a strategy to promote mental health and student well-being through large-scale, intensive teacher professional development.

The Youth Research Centre evaluation team conducted interviews with course participants, school principals and school students from grade 4 to year 12 over a three-year period. The evaluation assessed the impact of the strategy on the skills and capacities of participants and on school programs and policies. Surveys and interviews with students in nine case-study schools examined the impact of the course on student-teacher relationships and help-seeking behaviour. The evaluation found enhanced pastoral and leadership skills enabled course graduates to contribute to school change, mental health promotion and early intervention strategies more effectively. The findings have implications for thinking about school change, continuing professional development and student well-being.

A research report will be available through the Youth Research Centre in 2003.

Contact: *Helen Cahill, Gary Shaw, Johanna Wyn and Graeme Smith*

Victorian Youth Development Program

The Centre worked with the Victorian Youth Development Program (VYDP) to assist it with program evaluation. A sample of eleven schools from the Program was identified and teachers, students and program providers interviewed about Program activities and satisfaction. The evaluation report was completed in 2002, and identified outcomes for students and schools. Issues associated with school-provider partnerships, clear information and objectives, curriculum links, targeting of students, planning for succession, training of staff, and program resourcing were identified and recommendations made to the Program.

Contact: *Roger Holdsworth, John Stafford and David Grove*

William Buckland Foundation Lighthouse Schools

The Education Foundation, with the support of the William Buckland Foundation, provided funding to five schools for three years (2000-2002), to enable them to participate in the **Lighthouse Project**. The schools involved: Buckley Park College (Essendon), Footscray City College, Malvern Central School, Rushworth P-12 College and Sale College, aimed to make a positive contribution to reducing the alienation of students in the middle years of schooling. This project, initiated by the Education Foundation, was designed to generate models of best practice, particularly in terms of the development of partnerships within school communities and enhanced student engagement.

An extension of the project has been granted for 2003 to allow schools to fully document and review their progress. The Youth Research Centre will continue to play a role in evaluation and support, assisting schools in the development of evaluative processes and review of practice.

Contact: *Gary Shaw and Johanna Wyn*

Young People in Decision Making

In mid-2002, initiative staff from The Foundation for Young Australians approached the Youth Research Centre to commission research that would explore some of the complexities of working alongside young people in decision-making roles. The research would involve the development of tools to help the sector and the Foundation itself to think further into the issues.

Beyond consultation and delegation, decision making is effectively the 'sharp end' of youth participation. Many groups and organisations are interested but not sure how to go about it.

This research has resulted in:

- A brief summary of new developments, recent thinking and better practice, based on a literature and internet search of current theory and practice within Australia and globally;
- An exploration of 'what works, what helps and what gets in the way', through interviews with 20 young people from across Australia who have already been on the 'front-line';
- The development of a conceptual framework that draws upon these young people's stories; and
- A tool-kit for thinking into the issues of working alongside young people in decision-making roles.

A young research team has been centrally involved in this project. Four individuals who were initially interviewed also took up the invitation to become more deeply involved in the research process itself. They engaged in interviews, the internet-search, literature review, and editorial responsibilities, enriching both the process and the result.

Contact: *Ani Wierenga*

Young Visions

The Young Visions project was initiated by the Enterprise and Careers Education Foundation (ECEF) as a partnership between the Youth Research Centre and the Educational Outcomes Research Unit (Faculty of Education, The University of Melbourne). The

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project aimed to provide an up-to-date analysis of young people's perceptions of vocational education, part time work, work placement, career education and enterprise education. The Youth Research Centre's role involved undertaking focus group interviews with approximately 400 young people in 26 schools across Australia, to document their understandings of the changing labour market and their hopes and goals for their lives.

The report: *Planning for the Future and Living Now,* will be available later in 2003. The research found that young people need generic and reflective skills to assist them to negotiate their world. Young people mentioned generic skills such as communication, time management, group work, synthesis of information and problem-solving in a wide range of personal situations. These generic skills are developed in all areas of their lives, including work, school and leisure, and are often applied to other parts of their lives.

The young people favoured an integrated approach at school and wanted schools to help them make sense of their own life experiences and the changing world of which they are a part.

Contact: *Helen Stokes, Ani Wierenga and Johanna Wyn*

Youth Economic Participation and Mental Health

VicHealth funded five projects across Victoria to explore approaches to increasing youth economic participation as a contributor to improved mental health. The Youth Research Centre worked with these five projects to support their operation and own evaluation, and to draw together an overview or 'cluster evaluation' of the program. The Centre convened meetings of the projects, visited them, developed a consistent data collection framework and analysed responses.

The five organisations developed their capacity to support young people directly (for example, through provision of training, structured work placements, material aid or opportunities for self-employment) and/or to develop their communities and connect

young people to those emerging opportunities. As they did so, they noted links between many of the attributes associated with economic participation: generic skill development, networking with employment, knowledge of options, acceptance within paid and unpaid work, recognition of provision of valued outcomes - and improved mental health of participants: self-esteem, resilience, social competence and so on.

The project has been completed and the cluster evaluation report will be published by VicHealth in 2003.

Contact: *Roger Holdsworth and Helen Stokes*

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Professional Development and Consultancies

Civics and Citizenship Education: Grant Schools Program

The Youth Research Centre has continued to provide support to the Grant Schools Program of the Victorian Department of Education and Training's ***Discovering Democracy*: Civics and Citizenship Education** program. In this program, small grants, professional development and consultancy support have been provided to Victorian primary and secondary schools. In 2002, the first round of these grants continued, and the second round was undertaken during the year. Roger Holdsworth, Helen Stokes and Gary Shaw worked with specified schools within the program and organised and presented professional development activities for teachers.

The program will continue in 2003 with the final round of schools and it is anticipated that extensive publications of school practices will be produced early in 2004.

Contact: *Roger Holdsworth, Helen Stokes and Gary Shaw*

Drug Education, Hong Kong

Helen Cahill and Alice Koo developed an English and a Cantonese version of the Educator's Manual, Teacher's Program and videos for *Thinking it Through,* a secondary school drug education program for the Hong Kong Life Education Activity Program. It included *Party Smart*: the Year 8 program focusing on alcohol, cigarettes and cannabis, and *Risky Business*: the Year 9 program focusing on alcohol and ecstasy.

Contact: *Helen Cahill*

LEAP Childhood Obesity Research Project

The Youth Research Centre trained primary school children in the use of role play techniques. and led their participation as co-teachers in the training of General Practitioners to communicate effectively with primary school children about their fitness, weight and healthy eating. The training was conducted as part of the LEAP (Live, Eat And Play) childhood obesity research project conducted by Zoe McCallum at the Royal Children's Hospital.

Contact: *Helen Cahill*

Mental Health Promotion Resource Development Project

Working with the Compass Project funded by the Beyond Blue Initiative, the Youth Research Centre conducted research workshops and developed scenarios to guide the development of a series of trigger videos designed to enhance awareness about a range of mental illnesses including depression, bipolar disorder and schizophrenia. The project aims to destigmatise mental illnesses and promote early help-seeking by young people.

Contact: *Helen Cahill*

Primary School Mental Health Scoping Study

The Youth Research Centre, in association with School of Health Sciences (Deakin University) and Health Outcomes International, was involved in a scoping study of the mental health needs of children in primary school communities and how well these needs were being addressed by existing policy, programs and services. The Youth Research Centre was particularly involved in field research in Victoria, ACT, NSW and Tasmania.

Contact: *Helen Cahill and Gary Shaw*

Principles for Drug Education

Working as key consultant to Lois Myer of Learning Paradigms, the Youth Research Centre has played a role in the review and re-writing of the Principles for School Drug Education developed by

the Department of Education, Science and Technology as part of the National Mental Health Strategy.

Contact: *Helen Cahill*

Redevelopment of Rethinking Drinking Resources for Aboriginal and Torres Strait Islander Schools and Students

The Youth Research Centre has continued providing support to the re-development of the *Rethinking Drinking: You're in Control* education resource. This entailed consultancy to the research phase of the consultation with Aboriginal and Torres Strait Islander communities and consultation to the development phase encompassing the refinement of the teacher's manual and the script development for trigger videos.

Contact: *Helen Cahill and Gary Shaw*

REDI Resilience in Drug Education

The Youth Research Centre consulted to the OTEN (Open Training Education Network) team developing the REDI national drug education resource with a resilience focus. The consultancy included recommendations to guide development of the primary and secondary teaching program and the school professional development program as well as review of scripts developed for the audio-visual resources.

Contact: *Helen Cahill*

Report on Teacher Education

The Youth Research Centre conducted two focus groups from a broadly representative group of students from the University's Bachelor of Teaching and Diploma of Education programs. The goal of the consultancy was to establish the views of the students (and those close to them, ie family or close friends) as to their reasons for choosing to become a teacher. In particular there was interest in why mature age students would leave previous employment to take up teaching.

Several reasons, both personal and professional, were found to attract people to teaching. Overwhelmingly, both young people and mature aged students entered teaching because "they wanted to make a difference" and their decision to enter teaching was viewed positively. Most participants said they would stay for between five and ten years and that this would depend on achieving a balance between being challenged professionally but not "burnt out".

The study was conducted for the Review of Teaching and Teacher Education, funded by the Department of Education and Training.

Contact: *Debra Tyler and Helen Stokes*

Seasons for Growth Training Program

The *Seasons for Growth* grief education project invited the Youth Research Centre to rewrite their training program to place it within the broader context of mental health promotion. An enhanced training program has been developed and piloted at the *Seasons for Growth* Annual Refresher Conference; the new training manual will be completed in early 2003.

Contact: *Helen Cahill*

Using Role-Play Technology in Medical Education

The Youth Research Centre has continued to train students from Princes Hill Secondary College to work as co-teachers within a role-play curriculum, to train doctors and medical educators in the art of communicating effectively with adolescents. This year saw training provided for the national team of medical educators through the Royal College of General Practitioners and the evolution of a partnership to support the introduction of the learning partnership and drama techniques into the undergraduate curriculum in the Medical Faculty and the Education Faculty at The University of Melbourne.

Contact: *Helen Cahill*

Werribee Youth Law

Werribee Legal Service is a community-based legal information, advice and casework, law reform, advocacy and community project for people 25 and under in parts of the City of Hobson's Bay and the City of Wyndham. This includes the provision of outreach Youth Law initiatives in local areas, the production and distribution of information, facilitation of legal education workshops, coordination of the Werribee Independent Person Program and the provision of short-term support for Youth Law clients. The Youth Research Centre provided consultancy that helped record and analyse the project's impact, particularly around the use of Student Action Teams in five Werribee schools.

Contact: *Gary Shaw*

Teaching and Research Training

The Youth Research Centre contributes to a range of teaching programs in the Faculty of Education, the Faculty of Arts and the Faculty of Medicine, Dentistry and Health Sciences. During 2002, the Youth Research Centre, with the Centre for Adolescent Health and the Student Welfare staff in the Department of Learning and Educational Development, developed the Masters of Youth Health and Education Management, to be offered for the first time in 2003.

Postgraduate Diploma in Educational Studies (Student Welfare)

Subjects:

- Interpersonal and Group Processes;
- Organisational Change and Student Welfare;
- School-Community Partnerships and Student Welfare;
- Socio-political Context of Student Welfare.

Seminars and lectures by Helen Cahill, Helen Stokes and Debra Tyler.

Diploma in Education

Subject:

- Education, Policy, Schools and Society

Seminars and lectures by Roger Holdsworth, Debra Tyler and Johanna Wyn. Coordinated by Debra Tyler.

Faculty of Arts: Sociology Program

Subject:

- The Sociology of Youth and Youth Policy

Lectures by Johanna Wyn; tutors were Sarah Lantz, Ani Wierenga and Johanna Wyn.

Faculty of Medicine, Dentistry and Health Sciences: Postgraduate Diploma in Adolescent Health and Welfare

Johanna Wyn and Roger Holdsworth contributed to this course.

Supervision of Postgraduate Students

Academic staff at the Youth Research Centre supervise postgraduate students towards Master and Doctorate Degrees.

Masters

Georgia Cheal	*The Value of Participating in Non-Formal Learning Programs for Young People*
Paul Higgins	*Peer Education (under examination)*
Lyn Hogan	*A New Approach to Drug Rehabilitation*
Vaoiva Siaosi	*Factors Influencing Effective Teaching and Learning in Students in a Samoan Secondary School*
Marie Sidey	*The Production of Youth Through Health Discourses*
Helen Stokes	*Arts-Based Education and Student Engagement*

PhD

Greg Curran	*Young Queers Getting Together: Moving Beyond Isolation and Loneliness (submitted)*

Aramiha Harwood	*International Students' Study to Work Pathways*
John Joshua	*Cultural Transmission and Social Mobility through Education (awarded)*
Sarah Lantz	*Student Sex Workers*
Sarah McLean	*Social Meanings of Inhalant Misuse in Victoria: Implications for the Development of Policy and Intervention*
Cuc Kim Thi Nguyen	*The Relationship Between Gender, Family, Value Orientations and Students' Educational Outcomes in Vietnam (submitted)*
Lata Rana	*The Effects of Globalisation on Education in the Slum Areas of New Delhi (awarded)*
Prue Wales	*Drama Teachers and Professional Identity*
Kaaren Yap	*Student Workers*

Publications

Centre Publications

The Youth Research Centre publishes Research Reports, Working Papers and conference proceedings of interest to the field, on an occasional basis. The Centre **Newsletter** is sent to around 400 individuals and organisations.

Youth Research News
(Newsletter of the Youth Research Centre)

Vol 12 No 1 *May 2002*
Vol 12 No 2 *September 2002*
Vol 12 No 3 *December 2002*

During 2002 the Centre produced the following report:

Who's In? Who's Out? Issues of Inclusion and Exclusion in Education Policy
Applied Education Policy Seminar Group
November, 2002; ISBN 0 7340 29225

Educational Materials

Cahill, H. and Koo, A. **Thinking it Through: Life Education Activity Program**, Hong Kong, including the *Educator's Manual*, *Teacher's Program* and *AV Resources* for *Party Smart,* the Year 8 program and *Risky Business*, the Year 9 drug program.

Reports

Stokes, H. and Tyler, D. **Negotiating Pathways: The Evaluation of Phase Two of the Pathways Project,** Victorian Department of Education and Training

Other Publications by Centre Staff

Journals

Donelan, K. and Cahill, H.: Guest editors of special issue of *Melbourne Studies in Education*, Vol 43, No 2, November.

Holdsworth, R.: Editor and publisher of *Connect, the newsletter supporting student participation*, Melbourne: Issues 133 to 139.

Wyn, J.: Member of the editorial board of *Young* and the *Journal of Youth Studies,* and of the management committee of *Melbourne Studies in Education.*

Journal Articles

Cahill, H. 'Symbiotic Strategies for Empowerment Through the Aesthetic' in *MASK*, a Drama Victoria Publication; Summer/ Autumn Edition, 24(2)

Holdsworth, R. 'Engaging Students in Purposeful Learning' in *Compak*, Victorian Commercial Teachers Association; No 1, February

Holdsworth, R. 'Approaches that Engage Students in Purposeful Learning' in *Watering the Grassroots*, Victorian Association of Social Studies Teachers; No 3

Stokes, H. and Tyler, D. 'The Pathways Project: Challenging the Structures for Working with Young People?' in *Education Links*, 65, Spring

Wierenga, A. 'Finding and Losing the Plot: Storying and the Value of Listening to Young People' in *Scottish Journal of Youth Issues* (4): 9-30

Wyn, J. 'Post-compulsory Schooling: A Perspective from Youth Research' in *Journal of the Victorian Association for the Teaching of English*, Special Issue: **Post-compulsory Pathways: Through the Dark Wood with the White Rabbit and into the Minotaur Cave,** Vol 38, No 3, pp 6 - 12; December/January 2003

Wyn, J., Cahill, H. and Shaw, G. 'Making a Difference: Evaluating a Student Welfare Approach to Health Promotion and Whole-school Change' in *Learning Matters*, Vol 7, pp 12 - 15

Chapters in Books

Holdsworth, R. 'Reflections on the Process' in Applied Education Policy Seminar Group (2002), **Who's In? Who's Out? Issues of Inclusion and Exclusion in Education Policy**, University of Melbourne; November

Rennie, P. and Wyn, J. 'Who Are the Learners?' in **Knowledge Builders: Fresh Thinking About Learners and Their Teachers,** Australian National Training Authority, Canberra

Wyn, J. 'Children, Families, Schools and Change: Shaping New, Participatory Research Agendas' in Prior, M. (ed) **Investing in our Children: Developing a Research Agenda**, Academy of Social Sciences, Canberra pp 69 - 83

Seminar and Conference Presentations

Heggen Forums

The Centre conducts occasional forums to feature current Centre projects, as well as contributions from visiting academics. In 2003, the following Forums were held:

Anti-Bullying Initiatives in New Zealand Schools and Classrooms
18 March 2002: *Keith Sullivan*

Changing Patterns of Household Formation in the UK: The Growth of Independent Living
12 August 2002: *Sue Heath*

Conferences and Addresses

During 2002, Youth Research Centre staff members attended and presented addresses and workshops at various conferences.

Helen Cahill

- Workshop: *Enhancing Resilience through Interactive Pedagogy*, **Life Education Victoria Staff Development Seminar**, Templestowe, January
- Workshop: *Mental Health Promotion in Secondary Schools: the MindMatters Project*, **VicHealth International Summer School**, Melbourne, February
- Workshop: *Empowerment through Drama*, **Drama Victoria Mentoring Project**, Melbourne, February
- Training days: *Dealing with Bullying: A Proactive Approach*, and *Grief and Loss Education*, **MindMatters Dissemination Project**, South Eastern Region, Mt Evelyn, March and July

- Training Day: *Enhancing Resilience: a Whole School Approach*, **Highview College Staff Professional Development Day**, Maryborough, July
- Workshop: *Promoting the Voice of Young People*, **Postgraduate Diploma in Adolescent Health**, Melbourne, May
- Workshop: *Group Processes for Engaging Young People*, **Short Course in Adolescent Health**, Melbourne, July
- Workshop: *Reviewing the School Vision*, **Melbourne Girls Grammar School Board Retreat**, Melbourne, August
- Training Days: *Making the Most of the MindMatters Resource*, **MindMatters Dissemination Strategy,** Moe and Lakes Entrance, August
- Workshop: *Interactive Strategies for Health Education*, **ACHPER Conference**, Melbourne, August
- Workshop: *Using Drama to Enhance Social Skills*, **Diploma of Education Drama Method Classes**, Melbourne, August
- Facilitation and Keynote: *Generating Community Commitment to Environment Projects*, **Parentzone**, Warragul, September
- Keynote Address: *Keeping Kids Connected*, **NSW Independent Schools Association Conference**, Sydney, September
- Workshop: *Classroom Strategies for Building Connectedness*, **NSW Independent Schools Association Conference**, Sydney, September
- Paper: *Drama as a Research Dialogue*, **Drama Australia National Conference**, Fremantle, September
- Workshop: *Using Drama Techniques for Research Dialogues*, **Drama Australia National Conference,** Fremantle, September
- Training: *Using Roleplay Technology in Learning Partnerships Between Educators, Doctors and Young People*, **Royal College of General Practitioners,** Melbourne, October

- Keynote Presentation: *Safe and Happy,* **Community Drug Education Forum**, Lismore, November
- Workshop: *Broadening Horizons: Using Drama to Promote Political and Social Awareness*, **Drama Victoria Annual Conference**, November

Roger Holdsworth

- Presentation: *What is Student Participation and Why is it Important?*, **Berwick Secondary College Student Voice Conference**, February
- Presentation: *Student Action Teams*, **VicHealth Forum: Promoting Mental Health in Young People**, February
- Workshop: *Active Citizenship and Community Action*, **Ballarat CCE Workshop**, March
- Paper (with Associate Professor Pat Thomson): *Options Within the Regulation and Containment of 'Student Voice' and/or Students Researching and Acting for Change: Australian Experiences,* as part of: **Student Voices and Democracy in Schools: International Perspectives Symposium** at the **AERA Conference: Validity and Value in Educational Research**, New Orleans, USA, April
- Keynote Address: *Citizenship Education: The Australian Experience*, **Professional Development Day for Primary and Secondary Teachers**, Glasgow LEA, Scotland, April
- Facilitation: **Central Ranges LLEN Youth Forum**, Kilmore, August
- Workshops: *How Do We Know?*; *Student Action Teams*; *Students as Researchers*; *Researching and Consulting*; and *Social Justice and SRCs*, **6th National Student Participation Conference (NASPAC 6)**, Melbourne, October
- Address: *Student Action Teams: What Do We Learn?*, **The Role of Schools in Crime Prevention Conference**, Melbourne, September

- Workshop: *Youth Participation*, **Western Region Primary Care Partnerships Training Day**, Melton, October
- Address: *Engaging Students in Purposeful Learning*, **VCTA Comview Conference 2002**, LaTrobe University, November
- Keynote Address: *Engaging Students in Purposeful Learning*, **Teacher Learning Network Conference for Year Level Coordinators**, November
- Workshop: *Student Learning, Student Action, Student Participation*, **Red Cross Community Action Teachers Professional Development Day**, December

Gary Shaw

- Workshop: *Attitudes*, **Police Schools Involvement Program Drug Education Course**, Victoria Police, February
- Workshop: *Year Level Coordinators Planning Day - Healthy Relationships*, **North Keilor Catholic Regional College**, March
- Workshop: *Playing with Drug Education in the Classroom*, **Department of Education and Training Twilight Forum, Western Region**, June
- Workshop: *Drugs, Relationships and Other Issues*, **Eltham College City Campus**, August
- Conference paper and presentation (with Pat Marshall): *Restorative Practices – Implications for Educational Institutions: Conferencing, Circles and Other Restorative Practices*, **International Institute for Restorative Practices,** Minneapolis, Minnesota, USA, August

Helen Stokes

- Workshop: *Civics and Citizenship and Community Links*, **Ballarat CCE Workshop**, March
- Workshop: *Developing an Effective Junior School Council*, JSC executives from the Inner City Network, **Princes Hill Secondary College**, December

- Presentation: *Preparing for the Future and Living Now - Young Peoples' Perceptions of VET, Part-time Work, Career Education and Enterprise Education*, **VET Network Conference**, Brisbane, October

Debra Tyler

- Presentation (with Johanna Wyn and Evan Willis): *Researching the Post-1970 Generation: Reflections on the Life Pattern Study of Australian Youth*, **International Sociological Conference**, Brisbane, July
- Keynote Speaker: *Why Young People Disengage from Schools*, **Maribyrnong and Moonee Valley Local Learning and Employment Network's Annual General Meeting**, Melbourne, October
- Guest Speaker: *Future Work*, **Careers Forum, Haileybury College**, October

Ani Wierenga

- Paper: *Making a Life: Young People Storying Their Futures*, **ISA XVth World Congress of Sociology**, Brisbane, July
- Forum: *What Works, What Helps and What Gets in the Way*, **Application of 'Enabling State Principles' in the Delivery of Youth Services**, Melbourne, May
- Paper (with Johanna Wyn, Sara Glover and Mirian Meade): *Application of 'Enabling State Principles' in the Delivery of Youth Services*, **Victorian Office for Youth Lecture Series**, Melbourne, December

Johanna Wyn

- Invited participant: *Children, Families, Schools and Change: Shaping New Participatory Research Agendas*, **Australian Academy of Social Sciences Workshop**: *Investing in our Children: Developing a Research Agenda*, The University of Melbourne, May

- Keynote Address: *Post-compulsory Education and Training for the New Adulthood*, **Dean's Lecture Series, Faculty of Education, The University of Melbourne**, Melbourne, June
- Presentation (with Debra Tyler and Evan Willis): *Researching the Post-1970 Generation: Reflections on the Life-Patterns Longitudinal Study of Australian Youth*, **International Sociological Association Conference**, Brisbane, July
- Keynote Speaker: *Youth and Social Change: Shaping New Research Agendas*, **Centre for Adolescent Health Conference**, Royal Children's Hospital, Melbourne, July
- Keynote Speaker: *Post-compulsory Schooling: A Perspective from Youth Research*, **Victorian Association of Teachers of English Annual Conference**, The University of Melbourne, July
- Keynote Address: *Young People, Education and Social Change*, **Melbourne Girls Grammar School Conference**, Melbourne, August
- Keynote Speaker: *Experiences of Victorian Youth Through the Post-compulsory Years*, **Swinburne TAFE Professional Development Week**, Prahran Campus of Swinburne TAFE, Melbourne, August
- Discussant: *Rethinking Leisure*, United Nations expert meeting: **Global Priorities for Youth**, Helsinki, Finland, October
- Paper Presentation (with Lesley Andres): *Opportunities and Challenges of Conducting Comparative Analyses of Longitudinal Data to Depict Young People's Lives*, **Australian Association for Research in Education Conference**, Brisbane, December
- Invited Presentation: *International Perspectives on Post-Compulsory Education and Training*, **Sydney University Faculty of Education Colloquium**, University of Sydney, December
- Paper (with Ani Wierenga, Sara Glover and Mirian Meade): *Application of 'Enabling State Principles' in the Delivery of Youth Services*, **Victorian Office for Youth Lecture Series**, Melbourne, December

Networks and Partnerships

International Involvement

The Centre continued to develop links with programs in various areas of the world in 2002.

During 2002 the Centre became a partner in an international Consortium for Culture and Generation Studies which is based at the University of Tilburg, The Netherlands. This Consortium has been established to build links between researchers in the area of youth and social change (**http://kubnw5.kub.nl/web/iric/CCGS/index2.htm**).

The Centre is also linked to the International Sociological Association (ISA), through Johanna Wyn's participation as the vice-president (Oceania) of the Youth Research Section of the ISA. Several members of the YRC were able to attend a meeting of the ISA in Brisbane, to present papers on their research (see *Conferences*).

Johanna Wyn was an invited participant and discussant at the United Nations expert meeting on **Global Priorities for Youth** in Helsinki, Finland.

Roger Holdsworth visited and conducted discussions with researchers at Cambridge and Sussex Universities around issues of Student Voice and with officials from the British Department of Education around Civics and Citizenship Education. He also presented a workshop in Glasgow, Scotland, for teachers on Australian developments in these areas.

Helen Cahill continued work with the Hong Kong Life Education Activity Program around drug education.

The visit by Ruiyong Sun from the Tianjin University of Science and Technology, China for six months in late 2002 and early 2003, further developed relations between the Youth Research Centre and research organisations with similar interests in China.

Partnerships

The Youth Research Centre places an emphasis on working in partnership with colleagues and organisations through local, national and international networks and linkages.

During 2002 the Centre participated in partnerships with the following organisations:

- The Centre for Adolescent Health (The University of Melbourne) on the **Enabling State** project;
- The Educational Outcomes Research Unit (The University of Melbourne) on the **Young Visions** project;
- John Stafford (*JLS and Associates*), Kathleen Stacey (*Beyond...*) and Murray Lake (*Murray Lake and Associates*) on the **Longitudinal Youth Development Research;**
- The Universities of Wollongong and Queensland, on the **Physical Activity** project;
- The Catholic Education Commission of Victoria and the Student Welfare course (Department of Learning and Educational Development, The University of Melbourne) on the **Student Welfare Initiative** evaluation;
- Princes Hill Secondary College, the Centre for Adolescent Health, the Faculty of Education and the Departments of General Practice and Paediatrics at The University of Melbourne in **Using Role Play Technology in Medical Education**.

Professor Lesley Andres, from the Faculty of Education at the University of British Columbia, is collaborating with the Centre's **Life-Patterns** project. Professor Andres has conducted a comparable longitudinal database of young people in British Columbia. She spent time at the Youth Research Centre during 2002 as a Visiting Professor in order to facilitate the development of the research collaboration;

The Centre became involved in a newly established **Research Alliance for Children and Youth**, which aims to foster closer linkages between researchers and policy-makers across the different disciplines and jurisdictions that currently contribute to youth research and policy.

Youth Affairs Research Network (YARN)

The Centre continued to maintain the Youth Affairs Research Network (YARN) - a national and international electronic network linking those conducting and interested in youth-related research. Established in 1994, the Network continues to provide a valuable service, and also provides an electronic 'doorway' to the Youth Research Centre as part of an international community of researchers.

The YARN e-mail list continued to grow, and now connects over 550 researchers. (To subscribe to the YARN list, simply e-mail to <mailserv@unimelb.edu.au> saying, in the body of the message: SUBSCRIBE YARN)

The YARN website (**http://yarn.edfac.unimelb.edu.au**) provides a stable and relatively static gateway to a range of relevant groups and resources both in Australia and internationally. The **Australian Directory of Youth Researchers** was developed by the Centre in 2001 and went 'live' on-line in 2002. It is growing steadily and lists almost 100 active 'youth researchers' in Australia. It can be found at: **http://ythresearcher-db.utas.edu.au/**

The Centre maintained support for electronic networking and communication amongst researchers and practitioners in several projects and areas: the **International Sociological Association Youth Forum, Civics and Citizenship Education Project** teachers and consultants, and project workers within the VicHealth **Economic Participation and Mental Health** project.

Centre Personnel

Professor Johanna Wyn

Johanna is Director of the Youth Research Centre. She has a central role in the **Life-Patterns** project and is also involved in many of the Centre's research and development projects. During 2002 she was involved with the **Enabling State** project and played a leading role in developing the *Masters of Youth Health and Education Management* which will be offered in 2003 for the first time. Johanna enjoys supervising a strong group of Masters and PhD students. She is Head of the Department of Education Policy and Management in the Faculty of Education and Assistant Dean (Regional) with specific responsibilities for developing the Faculty's contributions to the Goulburn Valley Initiative of the University. Her most recent book, with Peter Dwyer, is *Youth Education and Risk: Facing the Future* (Routledge/Farmer, 2001).

Helen Cahill

Helen is a Senior Research Fellow, who also has the role of Deputy-Director of the Centre. Helen has worked within teams conducting several research and consultancy projects in 2002, including **Student Action Teams**, **Primary School Mental Health Scoping Study**, **Student Welfare Initiative Evaluation Project**, **Arena Theatre Audience Study**, and the **Hong Kong Drug Education Project**. Helen also taught within the *Organisational Change* and *Interpersonal and Group Processes* subjects within the Post-Graduate Diploma in Educational Studies (Student Welfare).

Helen has a strong and continuing interest in the use of drama techniques and interactive pedagogies to conduct research with young people and to involve them as co-teachers in the training of educators and health professionals. During 2002 she continued to develop her leadership in this area, including the pioneering of a partnership between Princes Hill Secondary College, the Youth Research Centre, the Centre for Adolescent Health, the Faculty of Education and the Departments of General Practice and Paediatrics at The University of Melbourne.

Helen's special interests include the transfer of research and theory to education practice. She is a Committee member of Drama Victoria, state representative for Drama Australia, and Vice-President of Eltham High School Council.

Roger Holdsworth

Roger is a Senior Research Fellow, who has also been acting in the position of Centre Manager for several years. In the latter role, he is responsible for maintaining an overview of the research and consultancy projects being carried out within the Centre, and for assistance with the development of proposals for new work. In addition, Roger has worked within teams conducting several research and consultancy projects in 2002: around **Student Action Teams**, **Civics and Citizenship Education**, **Kids Under Cover**, **Youth Development Programs** (Victorian and National) and **Youth Economic Participation and Mental Health**.

Roger also teaches within the *Education Policy, Schools and Society* subject, where his seminar group takes an 'applied' approach to their learning. In 2002, his class wrote and produced

the book **Who's In? Who's Out?** as a practical or productive outcome of their studies.

Roger also has a strong and continuing interest in active student participation – including issues of 'student voice', curriculum participation and school governance. He continues to edit and publish the *Connect* magazine (supporting student participation) which has been in production since 1979.

In 2002, Roger was a member of the Policy Advisory Group of the Youth Affairs Council of Victoria (YACVic).

Julie Marr

Julie joined the Centre as the full-time administrative assistant in April. She has recently completed a Bachelor of Music and Bachelor of Arts degree at the University, and also has experience in administration in the health and mental health sectors.

As well as undertaking general responsibilities within the Centre office, Julie has specific responsibility for Centre publications including its newsletters and website.

Jasmina Radulovic

Jasmina Radulovic continued her part time administrative role at the Centre. She has been acting Administrator since Debra Thomson left the Centre in March. Jasmina's main duties include general enquiries, maintaining the Centre's financial records and processing accounts payable and receivable.

Gary Shaw

Gary Shaw is a Research Fellow at the Youth Research Centre, with a particular interest in social policy, youth participation and school improvement. Gary has extensive experience as a teacher and in curriculum development and project management. He was a Senior Project Officer with the Department of Education, Employment and Training (Victoria), involved in drug education and student welfare initiatives. More recently Gary has been involved in the **Student Welfare Initiative Evaluation Project (SPIRT)**, evaluation of a pilot of **Restorative Practices/ Community Conferencing** in Victorian schools, the **William Buckland Foundation Lighthouse Schools Project** and field studies for the Victorian component of **Physical Activity and Physical Culture in the Lives of Young People.**

Gary is a Member of the Centre for Youth Drug Studies' Research Consultative Committee at the Australian Drug Foundation.

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Graeme Smith

Graeme Smith is a Research Fellow who is the Statistical Analyst for Centre projects. After assisting the Centre on several previous projects as a consultant, Graeme took up a part-time position at the Centre at the start of the year. During 2002, Graeme has worked on the **Flexible Career Patterns**, **Student Action Teams** and **Student Welfare Initiative** projects at the Centre. Outside the Centre, Graeme works in qualitative and quantitative research around popular music studies.

Helen Stokes

Helen Stokes is a lecturer and Research Fellow at the Youth Research Centre. She lectures in the Post Graduate Diploma in Educational Studies – Student Welfare. Recently she has been involved in research projects in the areas of **Early School Leaving and Re-entry to Education** for NCVER, **Vocational, Career and Enterprise Education** for ECEF, **Pathways** for the Department of Education and Training, **Engaging Young People in Education Through the Arts** for Maribyrnong City Council and Crime Prevention Victoria, and **Youth Economic Participation for Mental Health** for VicHealth.

Debra Tyler

Debra Tyler lectures in both the Post Graduate Diploma in Student Welfare and in the Bachelor of Teaching courses (coordinating the *Education Policy, Schools and Society* subject). She is also involved in a number of the research projects at the Youth Research Centre, particularly around the issues of 'transitions' for young people. Projects on which Debra worked in 2002 included the Department of Education and Training's **Pathways Evaluation: Phases One and Two**, and NCVER's **Structured Re-Entry for Young People with Disrupted Educational Pathways**.

Ani Wierenga

Ani Wierenga is a Research Fellow at the Youth Research Centre. Ani joined the Centre in early 2002 to work on the **Enabling State** research for the Victoria Department of Premier and Cabinet. She arrived with recent and current experiences in community-based, qualititative and action research with young people, and is fascinated by qualititatve research methods and storytelling. With a background in youth work and sociology, she is interested in the connections between communities and their young people. In 2002 Ani also worked on the development of a toolkit for **Involving Young**

People in Decision-Making, on the **Restorative Practices in Victorian Schools** project for the Department of Education and Training and the Catholic Education Office, exploring **Young Visions** for ECEF, and **Young People and Physical Culture** for VicHealth.

Ani's own (ongoing) longitudinal research follows 32 rural young people **Making a Life**. As they grow up, what helps young people to establish livelihood, social connectedness and meaning?

Research Associates

Associate Professor Peter Dwyer retired from the University of Melbourne at the end of 2000. Peter continues his association as a Principal Fellow with the Youth Research Centre.

Dr. Bob Semmens and **Dr. Roger Woock** are also Research Associates of the Centre.

Students on Placement

Vicky Kanevsky, a Year 10 student at The Mac Roberston Girls' School, spent one week on work placement at the Centre, during which time she supported a range of research projects in the field, supported the presentation of seminars and assisted with administrative and research tasks.

Visitors

The Youth Research Centre welcomes visitors for brief or extended stays at the Centre. Where possible, opportunities are provided for visitors to share their work formally through seminar presentations, and informally through on-going discussions.

- **Professor Lesley Andres** was a visitor at the Centre during November and December 2002. She was involved with the **Life-Patterns** project and, with Johanna Wyn, wrote a paper on the collaboration between her **Paths of Life's Way** and the **Life-Patterns** project which was presented at the AARE conference in December 2002.
- **Professor Marie Brennan**, from the Faculty of Education at the University of South Australia, visited the Centre over a four-week period. She consulted with postgraduate students, completed writing of papers and met with colleagues in education and the youth sector.
- **Sue Heath**, Senior Lecturer in Sociology, Department of Sociology and Youth Policy, University of Southampton, UK was a visitor at the Centre for six weeks. During this time she met with postgraduate students, worked with the **Life-Patterns** project and presented a Heggen Forum on her research on the living arrangements of young people in group households.
- **Professor Ruiyong Sun**, Tianjin University of Science and Technology, China was a visitor at the Centre for six months, beginning at the end of 2002. Professor Sun undertook a study of vocational education and training programs and also took the opportunity to research aspects of youth participation in education.
- **Kevin Sullivan**, from Victoria University of Wellington, presented a seminar on his research on anti-bullying, on July 17.
- **Kevin Stokes**, a principal of a secondary school in Kent, visited the Centre and made a short presentation on new developments in school-community collaborations in the Kent region of the UK.

Centre Membership

During 2002, Youth Research Centre members received three Centre Newsletters: *Youth Research News,* and the *2001 Annual Report.*

Cost of subscriptions per annum (including GST) remained at:

Organisational	$60.00
Individual	$40.00
Student/Unemployed	$15.00

The Youth Research Centre always welcomes interest from its members and others on current Youth Research Centre projects and activities.

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YARN: http://yarn.edfac.unimelb.edu.au

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The Youth Research Centre

The Youth Research Centre is located at the University of Melbourne. It was established in 1988 in response to a recognised need by the youth affairs sector for relevant and up to date research on issues facing young people today.

As part of a university, the Youth Research Centre draws on the research skills, knowledge and experience of senior academic staff.

The aims of the YRC are to:

- identify local, national and international research issues relevant to young people
- conduct appropriate, relevant, and useful research that addresses these issues
- promote research agendas and policies which contribute to an understanding of the full range of life patterns of young people, and which support young people's capacity to exercise increased control over their lives
- promote and encourage awareness of youth issues amongst research students and within departments and research centres of the University
- facilitate communication between educators, researchers, policy makers and people working in the youth sector
- facilitate national links and collaborative research on youth issues across different sectors, including education, health, youth work and juvenile justice
- strengthen international research links and scholarship in the area of youth policy.

YOUTH

Youth Research Centre
Faculty of Education
The University of Melbourne

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